

## Arizona Academic Standards in the Arts



### Introduction

#### Philosophy and Rationale for the Arts

The arts are essential in education for they provide students with the means to think, feel, and understand the world around them in ways unique and distinct from other academic disciplines. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and *BusinessWeek*. These revised Arizona Academic Standards in the Arts embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them.

The 2015 Arizona Academic Standards in the Arts have substantive changes from the 2006 Arts Standards in response to the needs of the field, including:

1. Moving from 3 categories of standards – Create, Relate, Evaluate – to four categories better representing the larger encompassing idea of artistic literacy. The four categories are: Creating, Performing/Presenting/Producing, Responding and Connecting.
2. Grade by grade level standards for each discipline, including 3 levels in high school. These standards will allow for greater differentiation of instruction and support better measurement of student learning.
3. The inclusion of media arts standards, in order to support artistic literacy in the areas of film, animation, gaming and computational artmaking (writing software code to create an aesthetic experience). These media arts standards are meant to supplement any existing Career and Technical Education industry standards in the digital communications area.
4. Embracing the use of Anchor Standards underneath the four categories listed above to create more consistency across the content areas within the standards. The categories and Anchor Standards are listed in the table below:

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<b>Creating</b> - Conceiving and developing new artistic ideas and work.	<b>Performing</b> - Realizing artistic ideas and work through interpretation and presentation	<b>Responding</b> - Understanding and evaluating how the arts convey meaning	<b>Connecting</b> - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

### Arts Education in Arizona

Arizona has recognized the importance of arts education for its students in a variety of ways, including:

- Requiring music and visual arts be taught in grades K-8
- Creating high quality certifications (and endorsements) for teachers in the areas of dance, music, theatre and visual arts
- Requiring a fine arts high school credit for admission to our state's universities
- Adopting Academic Standards in the Arts, with rigorous, sequential guidelines for creating quality arts education for Arizona's students.

### Arts Standards

The Arizona Academic Standards in the Arts provide guidance on what a student should know and be able to do in five arts disciplines: dance, media arts, music, theatre and visual arts. Every student should receive an introduction to all five art forms in Arizona schools, as well as reach a **high school proficient level** in at least one art form prior to graduation from high school. We believe these Standards will help schools develop quality arts education programs for their students. A quality arts education program:

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1. provides essential ways to understand and express life experiences
2. develops deep understanding of past and present cultures/peoples
3. prepares students for active participation in creating the culture of the present and future
4. develops imagination
5. enables students to make informed aesthetic choices
6. provide a creative, motivating vehicle for mastering technology, including multimedia
7. helps develop the full range of students' abilities
8. prepares students for enjoyable recreation and leisure time
9. prepares students for success in a wide variety of careers, including the development of communication and collaborative skills
10. develops self-discipline and focus
11. develops the capacity to refine work, aspiring to high quality standards
12. creates a positive, inclusive school atmosphere
13. fosters creativity and independence
14. develops the ability to solve complex, often ambiguous, problems
15. develops teamwork
16. enhances self-esteem
17. increases learning across the curriculum

from *Why Every Student Should Study the Arts*, Scott C. Shuler,  
1999

### Recent Publications and Research Supporting Quality Arts Education

Organization	Publication	Quote
Arts Education Partnership: <a href="http://www.aep-arts.org">www.aep-arts.org</a>	<i>Third Space: When Learning Matters</i> . 2005. A study of 10 high-poverty schools throughout the country (including Peter Howell Elementary in Tucson) and how they are using the arts to change their school environments	The arts help to make learning matter to students. In the schools we studied, the arts put students in active and meaningful roles in their classrooms and connected schools to students' lives and cultures.
BusinessWeek	<i>Educating for the Workplace through the Arts</i> , October 1996.	Arts education helps the nation produce citizens and workers who are comfortable using many different symbol systems (verbal, mathematical, visual, auditory). Arts education develops the very capacities that business leaders, educators, and parents want the schools to provide our children: creative problem solving, analytical thinking, collaborative skills and judgment.

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Education Commission of the States: <a href="http://www.ecs.org">www.ecs.org</a>	Arts in Education Initiative, 2004-2006. Initiated by Gov. Huckabee of Arkansas.	To put it simply, we need to focus on the arts in education because the arts teach kids how to learn. Ensuring that an adequate arts education is available in all schools will not only enhance student achievement, it also will give children access to activities that enrich their lives outside the classroom - Former Governor of Arkansas, Mike Huckabee
National Association of State Boards of Education: <a href="http://www.nasbe.org">www.nasbe.org</a>	<i>The Complete Curriculum, Ensuring a Place for the Arts and Foreign Languages in America's Schools</i> , October, 2003.	There is a preponderance of evidence that arts education matters. Students who study and participate in the arts do substantially better than those who do not on almost every academic measure...However, those who justify the study of the arts solely because of their impact on student performance in other subjects may be neglecting an important point: that these fields of study teach things no other subject can; they tap into deeply cultural and expressive aspects of peoples' lives that are at the center of what it means to be human (paraphrased).
Partnership for 21 <sup>st</sup> Century Skills <a href="http://www.p21.org">www.p21.org</a>	<i>21<sup>st</sup> Century Skills Arts Map</i> , January, 2010.	Business leaders and visionary thinkers concerned about preparation of students for the future know that the ability to be creative – a key 21 <sup>st</sup> Century Skill – is native to the arts and is one of the primary processes learned through arts education. The examples in this Skills Map illustrate how the arts promote work habits that cultivate curiosity, imagination, creativity and evaluation skills. Students who possess these skills are better able to tolerate ambiguity, explore new realms of possibility, express their own thoughts and feelings and understand the perspectives of others.  (p 2. Arts Skills Map: <a href="http://www.p21.org/storage/documents/P21_arts_map_final.pdf">http://www.p21.org/storage/documents/P21_arts_map_final.pdf</a> )